

1992

## Master's Programs in Child Care, Youth Care, and Family Support 1992-1993 catalog

Nova Southeastern University

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# MASTER'S PROGRAMS IN CHILD CARE, YOUTH CARE, AND FAMILY SUPPORT

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1992-1993 Catalog

ABRAHAM S. FISCHLER CENTER FOR  
THE ADVANCEMENT OF EDUCATION



## **CALIFORNIA DISCLOSURE**

**"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 94244-2720."**

### **Amendment to refund policy:**

**In keeping with CAC Section 18805 requiring a three (3) day cooling off period, Nova University will void a student's enrollment commitment and return any monies paid the University provided the student notifies the University in writing of intent to withdraw ten (10) days after signing an admissions application.**

## **INDIANA DISCLOSURE**

**"This institution is regulated by:  
The Indiana Commission on  
Proprietary Education  
302 West Washington Street, Room 201  
Indianapolis, IN 46204.**

**"In-State Toll Free Number 1-800-227-5695  
or (317) 232-1320."**

# MASTER'S PROGRAMS IN CHILD CARE, YOUTH CARE, AND FAMILY SUPPORT

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1992-1993 Catalog

- Master's Program for Child and Youth Care Administrators
- Master's Program for Child Care Administrators
- Master's Program for Elder Care Administrators
- Master's Program in Family Support Studies

*Policies and programs set forth in this catalog are effective through June 30, 1993. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.*

*The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.*

*Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.*

*Nova University is a member of the American Association of Colleges for Teacher Education.*



## President's Message

Nova University has distinguished itself as an innovative, student-oriented private institution. The University's growth in just over a quarter-century has been remarkable, and equally impressive are its ambitious plans for expansion of both its academic programs and physical plant.

Several new construction projects on the main campus in Fort Lauderdale have recently been completed, including the Law Center's Leo Goodwin, Sr., Hall; a new dormitory; a state-of-the-art science laboratory; a central services building; and additions to the student center, the University School, and the Ralph J. Baudhuin Oral School. Nova has an exciting new "look"—in keeping with a progressive institution conscious of its commitment to future generations and its role in society.

At a time when many universities and colleges are experiencing funding constraints and cutbacks, it is heartening to know that Nova is prospering and looking to the future. Among the reasons for this growth is Nova's adherence to its mission of educating professionals in an ethical manner, while placing the student at the center of the educational process.

With an outstanding faculty, new facilities, and dedicated trustees and administrators, Nova is well positioned to continue its expansion into the 21st century.



*Stephen Feldman, Ph.D.*  
*President*  
*Nova University*

# The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind.

Nova University's centers and programs share a common mission—to educate students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

The Nova Plan stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

**Come to our campus offices or call  
toll free for program information  
8:30 A.M. - 5:00 P.M., Monday-Friday:**

Broward County, Florida	475-7457
Dade County, Florida	940-6447, Ext. 7457
United States	(800) 541-6682, Ext. 7457
Canada and Bahamas	(800) 554-6682, Ext. 7457

## Dean's Message

A colleague mentioned to me a few years ago that when child, youth, and family issues move from the life section of the newspaper to the front page and business page, those employed in these fields will finally be recognized as important professionals in society. *The Wall Street Journal*, *Time*, and *The New York Times* recognize the importance of your role in the future of our society. Articles appear on a daily basis in those publications and others that indicate that our society's economic and social survival is based in large part on the expertise of those who work with children, youth, families, and the elderly.

Nova is a recognized leader in programs that cover the life cycle. Our pioneering effort began with the Ed.D. Program in Early Childhood in 1972 and continued with the Ed.D. Program in Early and Middle Childhood in 1984. We recognized the paucity of graduate programs for child and youth care administrators in 1977, which led to our Master's Program for Child Care Administrators. In 1982, the Master's Program for Child and Youth Care Administrators was inaugurated. Last year, we added the specialty in Family Support. Our newest program, the Master's Program in Elder Care Administration, is designed for practitioners interested in the management and development of programs for the elderly. The many graduates of the earlier programs occupy leadership positions in programs throughout the United States, Canada, and other countries.

I suggest that you study this catalog. If you feel that a match exists between your academic and career aspirations and this program, contact our program staff with your suggestions. We will be pleased to share the names of students and graduates who hold professional positions similar to yours so that you can discuss the appropriateness of Nova's master's programs that span the life cycle. Good luck with your career.



*Richard Goldman, Ph.D.  
Dean  
Abraham S. Fischler Center  
for the Advancement of Education*



# The Abraham S. Fischler Center for the Advancement of Education

The Abraham S. Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The Abraham S. Fischler Center for the Advancement of Education offers:

## At the doctoral level—

- Ed.D. in Adult Education
- Ed.D. in Child and Youth Studies
- Ed.D. in Educational Leadership
- Ed.D. in Higher Education
- Ed.D. in Vocational, Technical, Occupational Education

## At the master's or educational specialist level—

- M.S. in Child and Youth Care Administration
- M.S. in Child Care Administration
- M.S. in Elder Care Administration
- M.S. in Family Support Studies
- M.S. in Speech-Language Pathology
- The GEM Program, M.S. and Ed.S. in 18 majors

## Director's Message

*"We reach backward to our parents and forward to our children to a future we will never see, but about which we need to care."*

— Carl Jung

It has been more than a year since the allied forces brought the war in the Persian Gulf to a decisive end. The swiftness of the victory and the abundance of financial and human resources deployed were both incredible and impressive. One is struck by the irony that the same level of rapid response and deployment of resources cannot be generated to confront the multitude of problems that face the children, youth, and families in our society and the world in general.

We are all familiar with many of the statistics and the list of social challenges: child victimization, drug abuse, youth suicide, the lack of day care, staff turnover, youth violence, family dysfunction, etc. Historically, the care, education, and services to children, youth, families, and our elderly, have not been given sufficient priority by governments or citizens. As a consequence, there continues to be a great lack of innovative and effective programs that educate and develop those who serve and educate our children, youth, families, and elderly citizens.

As we observe the status of the education and care of children, youth, families, and elderly, there is little question that change and innovation are in great need. Change will not and cannot occur without competent leadership. Such leadership must be nurtured, mentored, and developed. Our goal is to play a major role in this nurturing, developmental, and mentoring process. As these changes occur, competent management and service approaches must be applied.

The Master's Program for Child Care Administrators began in 1977 and, in 1982, the Master's Program for Child and Youth Care Administrators was inaugurated. The year 1991 marked the start of the Master's Program in Family Support Studies, and this year we have added the specialty in Elder Care Administration. The master's programs have been highly successful in providing graduate education to a population of professionals who, traditionally, have been underserved and overlooked.

To date, there are more than 350 program graduates. These individuals continue to be successful as leaders in the profession and to have a positive effect on the field.

The master's programs have been developed in recognition of several basic assumptions about the field of children, youth, families, and the elderly. One assumption is that the skills and leadership of managers and practitioners provide the primary ingredients for creating and maintaining quality programs and services. Any strategies for improving these programs must include resources and approaches for improving



*Norman W. Powell, Ed.D.  
Director  
Master's Programs in Child Care,  
Youth Care, and Family Support*

leadership and management skills. Another assumption underlying the development of our master's programs is that these managers and practitioners have few options when they seek advanced training. They must either take an advanced degree in a related field or settle for in-service, nondegree programs. Moreover, the time demands and responsibilities of many of these professionals make it exceedingly difficult for them to attend traditional university degree programs. This unique population requires a specialized curriculum, emphasizing leadership and management skills, but one conceived broadly enough to include a knowledge of public policy, evaluation, the profession, resources, budgeting, and program development. Competence in these areas is essential for bringing about needed changes in the human service field. These professionals also require a degree program that can complement their ongoing administrative and service responsibilities.

Finally, this special population of learners needs a degree program that is flexible in its design, has a proactive orientation, and can be delivered to any location. These programs are consistent with Nova University's mission to serve the underserved and contribute to the invaluable investment that this important professional population can make to the future.

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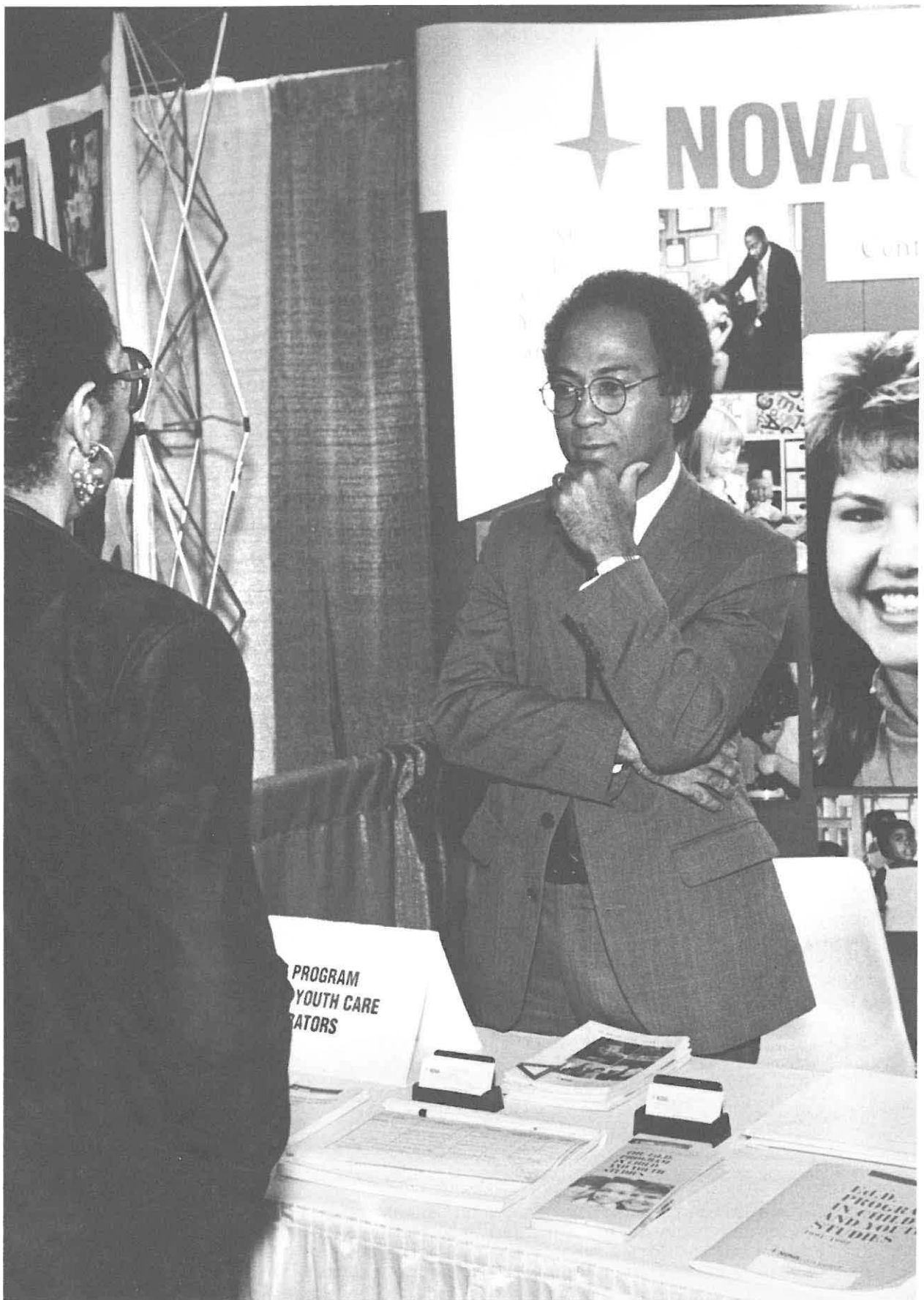




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**Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog.**



# The Master's Programs

Nova University offers four field-based master's programs designed for professionals who work with children, youth, the elderly, and families: the Master's Program for Child and Youth Care Administrators, the Master's Program for Child Care Administrators, the Master's Program for Elder Care Administrators, and the Master's Program in Family Support Studies.

These programs were developed in recognition of two generalizations about the above fields. The first is that the skill and leadership abilities of child, youth, and elder care administrators and family support professionals are the central ingredients in creating and maintaining quality programs. The second is that child, youth, and elder care administrators and family support professionals have few options when they choose to seek advanced training and education. They must either take an advanced degree in a related field or settle for in-service, nondegree programs.

Child, youth, and elder care administrators and family support professionals require a specialized curriculum, emphasizing leadership, management, public policy, developmental issues, and human dynamics. They also require an academic program that complements their ongoing work responsibilities.

As the following pages will show, Nova University has recognized an opportunity to make an important contribution to child, youth, elder and family services by providing a unique program, in a distinctive format.

## Summary

Students in the master's programs enter at specified times and form a "cohort." They follow the same schedule and meet at the required summer institute session during the program. Members of a cohort may be widely distributed geographically, but will have opportunities to interact and share assignments through the summer institute.

Course work for the program is grouped into six-credit modules and nine-credit modules. Modules are units of two or three related courses under the supervision of the same faculty member. Each cohort will have its own schedule for completion of the master's program. Each six-credit module is three months long and each nine-credit module is four months long.

Course work will require approximately 20 months. An additional period may be taken by

students to finish the practicum. A total of 26 months may be taken for completing the program. During the students' time in the program, they must attend one summer institute. The summer institute is a required, one-credit experience at which students meet with members of their cohort, Nova faculty, and other experts in their fields.

The summer institute is held in Fort Lauderdale, Florida, in July. Students receive detailed information regarding the summer institute in the spring. Students are responsible for travel and lodging costs related to the summer institute.

## Transfer of Academic Credit

Forty credits of graduate work must be completed for the master of science degree. Transfer of graduate-level credits up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed upon approval of the program director. These credits must have been earned within the past 10 years.

## Academic Expectations

### Admission to Candidacy

After completion of the first nine-credit module with a 3.0 or higher grade point average, the student is eligible for admission as a candidate for the master's degree. During the first module, the student must submit three letters of recommendation from colleagues or other persons who know his or her work and an official transcript, sent directly to Nova University from the previous degree-granting institution. The candidacy committee then evaluates completed files and notifies the student of admission.



# Attendance/ Student-Instructor Participation Policy

The master's programs utilize the distance education field-based guided study approach to provide educational opportunities to nontraditional adult students. In the delivery of these unique educational programs, the traditional class attendance requirements and recording processes are not applicable. However, establishing and maintaining standards of availability and participation are vital to the academic quality and integrity of the programs. The following attendance/student-instructor participation policy has been established:

1. Adjuncts and program professors are required to conduct structured biweekly phone conferences with each student.
2. Students are required to be available for all scheduled phone conferences.
3. If, for any reason, a student cannot be available for the scheduled phone conference, he or she must contact the instructor to reschedule the missed call.
4. Instructors are required to reschedule any scheduled calls to students that have been missed.
5. At the end of each module, instructors are required to submit to the program director a summary/report of each scheduled phone conference with students.
6. At the end of each module, students are to complete the End of Module Evaluation Form and submit it to the program office.

## Grading

Because students are expected to produce quality, graduate-level work, a grade point average of 3.0 (B) must be maintained. Incomplete grades must be made up within the indicated time period after the ending date of the module. Failure to do so within the time limit will result in a change of grade from I to F.

The evaluation system is as follows:

- A = Excellent achievement
- B = Good achievement
- C = Below expectations for a graduate student

- F = Failure
- I = Incomplete
- P = Pass

## Degree Completion Requirements

To graduate, a student must successfully complete three nine-credit modules and one six-credit module, for a total of 33 credits, and a six-credit practicum. In addition, students are required to attend and actively participate in every session of one summer institute during the 26-month program. Students receive one credit for the summer institute and must assume the expenses for travel, lodging, and meals.

Six months prior to the ending date of the cohort, the student will receive a degree application for graduation. Upon receipt of the form, the student must fill it out and return it to the registrar's office to be processed. When all financial obligations have been met and all course and program requirements have been completed, the degree is conferred. The University diploma will be mailed approximately three months after the date on which the degree was officially conferred by the Board of Trustees.

The University holds its annual commencement exercises in Fort Lauderdale, Florida. The main office for the program should be contacted for the location, date, and time of the ceremonies.

## Incomplete Course Work

Each student is expected to complete all assignments and course work according to the due dates and schedules established by the course instructor.

If the student is faced with a work-related or personal problem that precludes the timely completion of course requirements, a request for an **incomplete** may be submitted to the program office. Upon approval, this **incomplete** will provide the student with additional time to complete all outstanding course work. The procedures for the incomplete are the following:

1. An "Incomplete Request Form" will be included with books and materials at the beginning of each module.
2. When the student finds it necessary to request an **incomplete**, he or she must first discuss it with the instructor and obtain approval.

3. After receiving the instructor's approval, the student then fills out the "Incomplete Request Form" and mails it to the program office.
4. The request for an **incomplete** is to be made at least **one month prior to the ending date of the module**.
5. Upon approval, the student has four months to complete all work. At the end of the four-month period, if all work is not completed, a grade of F will be given for the courses in the module that have not been completed.
6. If the request for an **incomplete** is not made one month prior to the module ending date, a final grade will be given based on the amount of work completed at that time.

Please note that it is the student's responsibility to request the incomplete and mail the "Incomplete Request Form."

## Extension Policy

Students are required to complete all course and program requirements on or before the cohort ending date in order to graduate within the 26-month program time period. However, a student faced with some major personal or job-related problem that prevents him or her from completing all requirements by the cohort ending date has the option of requesting a 9-month program **extension**.

The procedures for the program **extension** are as follows:

1. The student is to make the request in writing at least **30 days prior to the cohort ending date**. The letter should include the main reasons for the request and a proposed timeline and schedule for completing the unfinished program requirements.
2. Upon receipt of the letter by the program office, the request will be evaluated and the decision will be forwarded within two weeks to 30 days.
3. If the request is approved, the student is to forward the extension fee to the program office.
4. Assuming approval, the student will have nine months to complete all outstanding program requirements.

**Note:** This is a **one-time nine-month extension**.

## Practicum Process

### Registration

Registration materials for the Practicum Proposal course and the Practicum Report course will be sent automatically to each cohort member. Registration materials for the Practicum Proposal course will be sent during the 18th month of studies, and materials for the Practicum Report course will be sent during the 21st month of studies.

### Incomplete Practicum Proposal Course Work

Each student is expected to complete an acceptable practicum proposal according to the due date noted for their cohort. If the student is faced with a work-related or personal problem that precludes timely completion of the proposal, or if the student is unable to complete an acceptable proposal within the time frame of the course, a request for an **incomplete** can be submitted to the program office. The student must follow the procedures indicated in the "Incomplete Course Work" section of this catalog in order to obtain approval from the program office.

Upon approval, a student will have **two months** to complete all proposal work. **The policy of allowing a two-month period for completion of the proposal differs from the policies governing an incomplete in other course work.** At the end of the two months, if the course material has not been completed satisfactorily, an F will be given for the course.

### Extension Policy for the Practicum Report Course

Students are required to complete all practicum course requirements on or before the cohort ending date. Students may request a nine-month extension to complete their practicum work. The procedures students must follow to obtain an extension are delineated in the "Extension Policy" section of this catalog.

## Temporary Withdrawal

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish

to reenter the program, picking up their course of study at the point following the last module for which they received a grade. Students may reenter the program only once and will be expected to follow all regulations that are in effect at the time of readmission. **Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a five-year period from the beginning of the original cohort.** No extension is possible beyond this point.

## Registration

Registration materials for each module will be sent automatically to each cohort member.

## Student Costs

Costs include a \$40 one-time nonrefundable application fee for students who have not previously applied to a Nova University program. Tuition is \$200 per credit with a \$225 materials fee for guided study course work. A nine-credit module costs \$2,025; a six-credit module, \$1,425; the six-credit practicum module, \$1,275 (includes a \$75 materials fee); and the summer institute, \$400 (includes a \$200 materials fee). Total cost for the program is \$9,175. Students will have no textbook costs, since textbooks, guides, and all course-related materials are included in the materials fee charged for guided study course work.

**Tuition and fees are due at time of registration.**

**Tuition and fees are subject to change without notice.**

<b>Tuition Payment:</b>	\$200 per credit hour (\$9,175 total for program)
<b>Application Fee:</b>	\$40 (nonrefundable) payable with all new student applications
<b>Nine-Credit Module:</b>	\$1,800 plus a \$225 materials fee
<b>Six-Credit Module:</b>	\$1,200 plus a \$225 materials fee

**Practicum:  
Practicum Proposal**

<b>Course:</b>	\$600 plus a \$75 materials fee
<b>Practicum Report Course:</b>	\$600

<b>Summer Institute:</b>	\$200 plus a \$200 materials fee payable upon registration prior to the week of the institute
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A late fee of \$30 will be charged for payment received after the due date.

A fee of \$45 must accompany the degree application at the conclusion of the course of study.

A fee of \$400 will be charged for reinstatement after withdrawal from the program. A fee of \$900 will be charged for a one-time, nine-month extension beyond the cohort ending date.

## Tuition Refund Policy

Any student who wishes to withdraw from the program must notify the program director in writing. No part of the application fee will be refunded. Refunds for six- and nine-credit modules are based on the following:

- For a 100 percent refund, withdrawal in writing prior to the official beginning of the module;
- For a 75 percent refund, withdrawal in writing before the third week of the cohort's involvement with the module;
- For a 50 percent refund, withdrawal in writing before the fifth week of the cohort's involvement in the module.

Refunds will be based on the postmark date of the written notification. No refund may be made after the fifth week.

# The Master's Program for Child and Youth Care Administrators

## Program Overview

Nova University offers a field-based master's degree program designed specifically for administrators of child and youth care programs. The specialization within this major is **administration of residential treatment, group care, and community-based programs for children and youth**. The program is offered in a guided study format. Guided study students receive specially prepared course materials that enable them to

do readings and assignments in the program of study related directly to managerial tasks within their job settings. During the period of the program, students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child and youth care and related fields. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.





## Admission Requirements

Because the Master's Program for Child and Youth Care Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments.

Admission requirements for administrators of residential treatment, group-living, and community-based programs for children and youth are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university
2. Two years of full-time experience as a youth or child care worker in a residential, group-living, or community-based setting
3. Administrative or supervisory responsibility in a youth or child care setting
4. Evidence of ability for successful independent study at the graduate level.

## Program Sequence

**Specialization:** Administration of Residential Treatment, Group Care, and Community-Based Programs for Children and Youth

- Foundations for Therapeutic Programs for Children and Youth (9 credits)
- Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for Children and Youth (9 credits)
- The Profession and Public Policy in Child and Youth Care (6 credits)
- The Practicum (6 credits)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Management for Child and Youth Care Administrators (1 credit)

## MODULE DESCRIPTIONS

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**Residential treatment, group care, and community-based programs specialization**

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### MODULE I Foundations for Therapeutic Programs for Children and Youth (3 courses, 9 credits)

This module provides an overview of theory, approaches, and practice in the design and delivery of supportive and therapeutic programs for children and youth. The focus is on the design and delivery of a total, integrated program.

#### Courses

**THER 501 Developmental Foundations for Child and Youth Care Practice** This course reviews the various theories of human development that form the foundations for therapeutic programs for children and youth.

**THER 502 Theories and Strategies for Behavior Change in Programs for Children and Youth** This course provides an overview of behavior change concepts and intervention strategies used in residential treatment, group care, and community-based programs for children and youth.

**THER 503 The Design and Management of Therapeutic Environments for Children and Youth** This course examines the various design elements and program issues that have a qualitative impact on the management of therapeutic programs for children and youth.

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### MODULE II Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)

This module provides a basic background in financial aspects, program evaluation, and legal issues related to the management of programs for children and youth.

#### Courses

**MGTR 505 Program Evaluation for Child and Youth Care Administrators** This course provides an overview of techniques and

methods used to assess the quality and effectiveness of residential, group care, and community-based programs for children and youth.

**MGTR 525 Legal Aspects of the Management of Programs for Children and Youth** This course examines many of the legal elements involved in the daily management of programs for children and youth. Personnel law, licensing, child abuse, and liability are among some of the topics addressed.

**MGTR 545 Financial Aspects of the Management of Programs for Children and Youth** This course covers the basic components of financial management in programs for children and youth. The budget process, fiscal management, and policy determination will be covered.

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### **MODULE III The Administration of Programs for Children and Youth (3 courses, 9 credits)**

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program development in addition to leadership and supervisory skills.

#### **Courses**

**ADMR 500 The Development and Acquisition of Resources for Child and Youth Care Programs** This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for child and youth care programs.

**ADMR 520 The Elements and Styles of Leadership for Child and Youth Care Administrators** This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

**ADMR 550 Supervision Methods and Approaches for Child and Youth Care Administrators** This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youth.

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### **MODULE IV The Profession and Public Policy in Child and Youth Care (2 courses, 6 credits)**

This module is an introduction to child and youth care policy and child advocacy. An

overview of the history of child and youth care is provided. Specific skills and techniques in child advocacy are presented.

**POLR 510 The Profession for Child and Youth Care Administrators** This course reviews historical highlights and contemporary issues in the child and youth field.

**POLR 565 Public Policy and the Child and Youth Care Field for Program Administrators** This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youth.

## **ADDITIONAL PROGRAM ACTIVITY AREAS**

**PRAR 689 The Practicum Proposal (3 credits)** The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer institute that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in proposal writing.

**PRAR 690 The Practicum Report (3 credits)** This course follows from the work completed during PRAR 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAR 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

**SUMR 652 Summer Institute: Leadership and Management for Child and Youth Care Administrators (1 credit)** This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.

**CEDR 6501 Continuing Education (no credit)**

# The Master's Program for Child Care Administrators

## Program Overview

Nova University offers a field-based master's degree program designed specifically for administrators of child care programs. The specialization within this major is **administration of day care, preschool, and early education programs**. The program is offered in a guided study format. Guided study students receive specially prepared course materials in the program of study related directly to managerial tasks within their job settings. During the period of the program, students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child care and related fields. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

## Admission Requirements

Because the Master's Program for Child Care Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments.

Admission requirements for administrators of programs for young children are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university
2. Administrative or supervisory responsibility in a program for young children
3. Evidence of ability for successful independent study at the graduate level.

## Program Sequence

**Specialization:** Administration of Day Care, Preschool, and Early Education Programs

- Foundations of Early Childhood Development (9 credits)
- Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for Young Children (9 credits)
- The Profession and Public Policy in Early Childhood (6 credits)
- The Practicum (6 credits)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Management for Early Childhood Administrators (1 credit)

# MODULE DESCRIPTIONS

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## Early Childhood Specialization

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### MODULE I Foundations of Early Childhood Development (3 courses, 9 credits)

This module covers theories and approaches in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation.

#### Courses

**DEVE 511 Development Foundations for Early Childhood** This course reviews the theories of early childhood development that form the foundation for educational programs for young children.

**DEVE 512 Approaches to Individualized Instruction in Early Childhood Education**

This course explores early childhood program models along with various in-depth studies of curriculum, including self-concept development, social studies activities, and mathematics experiences.

**DEVE 513 Curriculum Design** This course studies the design and implementation of formal and informal curriculum models in early childhood education programs.

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### MODULE II Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for young children.

#### Courses

**MGTE 505 Program Evaluation for Early Childhood Administrators** This course provides an overview of techniques and methods used to assess the quality and effectiveness of early childhood programs.

**MGTE 525 Legal Aspects of the Management of Early Childhood Programs** This course examines many of the legal elements involved in the daily management of programs

for young children. Personnel law, licensing, child abuse, and liability are among some of the topics addressed.

**MGTE 545 Financial Aspects of the Management of Programs for Young Children** This course covers the basic components of financial management in programs for young children. The budget process, fiscal management, and policy determination will be covered.

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### MODULE III The Administration of Programs for Young Children (3 courses, 9 credits)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program planning, grantsmanship, and program development in addition to leadership and supervisory skills.

#### Courses

**ADME 500 The Development and Acquisition of Resources for Early Childhood Programs** This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for early childhood programs.

**ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators** This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

**ADME 550 Supervision Methods and Approaches for Early Childhood Administrators** This course provides a survey of specific approaches and aspects of the supervision of staff in early childhood programs.

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### MODULE IV The Profession and Public Policy in Early Childhood Education (2 courses, 6 credits)

This module is an introduction to child care policy and child advocacy. An overview of the history of the profession of early childhood education is provided. Specific skills and techniques in child advocacy are presented.



## Courses

**POLE 510 The Profession for Early Childhood Administrators** This course reviews historical highlights and contemporary issues in the field of early childhood education.

**POLE 565 Public Policy and the Field for Early Childhood Administrators** This course examines the process and dynamics involved in the development of public policy as it relates to programs for young children.

## ADDITIONAL PROGRAM ACTIVITY AREAS

**PRAE 689 The Practicum Proposal (3 credits)** The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer institute that describes the proposal writing process. During this course, the student works closely with a faculty adviser who guides and assists in proposal writing.

**PRAE 690 The Practicum Report (3 credits)** This course follows from the work completed during PRAE 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAE 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

**SUME 652 Summer Institute: Leadership and Management for Early Childhood Administrators (1 credit)** This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.

**CEDE 6501 Continuing Education (no credit)**



# The Master's Program for Elder Care Administrators

## Program Overview

Nova University offers a field-based master's degree program designed specifically for administrators of elder care programs. The specialization within this major is **administration of elder care programs**. The program, offered in a guided study format, emphasizes the practical application of knowledge in elder care and prepares the student for leadership positions in the elder care field. Students will receive the information needed to manage and administer agencies, organizations and facilities that serve the elderly population. During the period of the program, students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in the elder care field. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

## Admission Requirements

Because the Master's Program for Elder Care Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course requirements.

Admission requirements for administrators of elder care programs are the following:

1. A baccalaureate degree from a regionally, provincially, or nationally accredited college or university
2. Two years of full-time experience as an elder care worker
3. Administrative or supervisory responsibility in a program for the elderly
4. Evidence of ability for successful independent study at the graduate level.

## Program Sequence

Specialization: Administration of Elder Care Programs

- Foundations for Programs in Elder Care (9 credits)
- Management of Elder Care Programs: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for the Elderly (9 credits)
- The Profession and Public Policy in Elder Care (6 credits)
- The Practicum (6 credits)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Management for Elder Care Administrators (1 credit)

# MODULE DESCRIPTIONS

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## Elder Care Administration Specialization

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### MODULE I Foundations for Programs in Elder Care (3 courses, 9 credits)

This module provides an overview of theory, approaches, and practices in the field of aging. Special attention is given to issues related to changing roles, caregiving, and relationships. Identification of therapeutic models and intervention strategies are presented.

#### Courses

**FNDL 501 Overview of Aging: Working with the Elderly** This course reviews the various theories of aging that form the foundations for medical and social intervention. It examines processes and structures in families with aged persons, as well as identifies effective therapeutic models and preventive strategies. Analysis of the factors that promote wellness is explored.

**FNDL 502 Biological, Sociological, Psychological, and Cultural Aspects of Aging** This course provides an overview of biological, psychological, social, and cultural factors that play a role in or contribute to the aging process. An analysis of the impact of aging upon the individual and society is explored, including an exploration of changes in roles and status, intergenerational relationships, and sociocultural differences. A review of the biological theories of aging, with emphasis on the nutritional, exercise, and safety aspects, is included.

**FNDL 503 The Aging Network: Programs and Services for the Elderly** This course examines community resources for the elderly at the local, state, and national levels. It explores evaluation and assessment tools used by different agencies and assesses intervention strategies with older adults and their families, including therapeutic approaches and several models of treatment in settings within and outside the community. The course introduces the concept of "aging in place."

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### MODULE II Management of Elder Care Programs: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)

This module provides a background in the practical application of knowledge to the management of agencies, organizations, and

facilities that serve the elderly. Special attention is given to financial aspects, program evaluation, and legal issues related to program management.

#### Courses

**MGTL 505 Program Evaluation for Elder Care Administrators** This course explores the principles and procedures for assessing needs, collecting resources, and implementing programs for older adults. The emphasis is on identifying the relationship between evaluation and management functions, with a focus on maintaining and expanding the funding base.

**MGTL 525 Legal Aspects of the Management of Programs for the Elderly** This course examines many of the legal elements involved in the daily management of programs for the elderly, including licensing, elder abuse, living wills, liability, competency, and guardianship.

**MGTL 545 Financial Aspects of the Management of Programs for the Elderly** This course deals with the fundamental principles of the tools of financial management and budget preparation in the public and nonprofit sectors. Selected topics include revenue and expenditure policies, fiscal planning, and budgeting, fiscal control measurement, contract negotiations, and Medicaid waiver reimbursement issues.

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### MODULE III The Administration of Programs for the Elderly (3 courses, 9 credits)

This module provides practical application of theories and techniques to the administration of community service programs for the elderly, with a focus on the elderly services network. In addition, this module explores the relationship of administration to public opinion, special interest groups, and their impact on program funding for the elderly.

#### Courses

**ADML 500 The Development and Acquisition of Resources for Elder Care Programs** This course presents the development and refinement of skills in grant writing and grant maintenance. Rationale and mechanics involved in setting up several funding sources will be explored. Acquisition of financial and nonfinancial resources is presented.

**ADML 520 The Elements and Styles of Leadership for Elder Care Administrators** This course reviews the various components of leadership and management philosophy, approaches, and styles. The role and responsibilities for the administration of adult day care centers, area agencies on aging, and senior centers are also examined.

**ADML 550 Supervision Methods and Approaches for Elder Care Administrators** This course applies the theories and techniques of supervision to staff and volunteers. Critical issues in supervision such as staff motivation, in-service training, evaluation of personnel, and quality of output are presented.

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**MODULE IV The Profession and Public Policy in Elder Care (2 courses, 6 credits)**

This module is an introduction to elder care policies and advocacy. Special attention is given to the role of case managers and ethical issues confronting the profession.

**Courses**

**POLL 510 The Profession for Elder Care Administrators** This course presents an overview of case management as a profession. Special attention is given to ethical issues confronting the case manager. The course reviews contemporary case management formats and analyzes the case manager's future status in terms of occupation and as a sociopolitical force and human service provider.

**POLL 565 Public Policy and the Elder Care Field for Program Administrators** The course presents an analysis of policy issues affecting the older adult, a review of major legislation and programs, an overview of policy trends, and the changing roles of local, state, and federal agencies. It explores the relationship of public policies to public opinion and special interest groups and their impact on program funding for the elderly.

## **ADDITIONAL PROGRAM ACTIVITY AREAS**

**PRAL 689 The Practicum Proposal (3 credits)** The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer institute that describes the proposal writing process. During this course, the student works closely with a faculty adviser who guides and assists in proposal writing.

**PRAL 690 The Practicum Report (3 credits)** This course follows from the work completed during PRAL 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAL 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

**SUML 652 Summer Institute: Leadership and Management for Elder Care Administrators (1 credit)** This six-day seminar focuses on the issues of leadership, management, administration, and supervision of elder care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.

**CEDL 6501 Continuing Education (no credit)**



# The Master's Program in Family Support Studies

## Program Overview

The Master's Program in Family Support Studies is designed for practitioners interested in developing expertise in family support and education. The curriculum is designed for practitioners who provide direct service, are involved in family liaison or advocacy work, or assume leadership and administrative responsibilities.

The program is built on the premise that the members of all families are interdependent and that the interests of the child are best served by an optimally functioning family. When a family is unable to care for a child and that child is removed from the home, a plan that provides substitute care and strives to achieve family reunification when feasible and possible is needed. Consistent with these premises, the course work is designed to give the practitioner perspective and proficiency to serve as a catalyst for assessing and mobilizing family strengths, as well as play a leadership role in such efforts.

The program is offered in a guided study format. Guided study students receive specially prepared course materials in the program of study related directly to the tasks in their job settings. During the period of the program, students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, other students, and nationally recognized experts in the family-focused and family-based service field. Students also conduct practicums, problem-solving projects in which they design and implement solutions to service delivery, management, or program effectiveness problems within their work.

## Admission Requirements

Because the Master's Program in Family Support Studies is designed to meet the needs of working professionals, admission is open

only to those persons who work in an environment in which they can pursue the course requirements and assignments.

Admission requirements are the following:

1. A baccalaureate degree from a regionally, provincially or nationally accredited college or university
2. A current full-time position in a program for young children and their families
3. Evidence of ability for successful independent study at the graduate level.

## Program Sequence

Specialization: For Practitioners Interested in Early Intervention, Parental Support, and Education

- Human Growth and Development: A Transactional Perspective (9 credits)
- Family Systems (9 credits)
- Leadership and Family Support Services (9 credits)
- The Profession and Public Policy in Family Support Services (6 credits)
- The Practicum (6 credits)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Program Development in Family Support Services (1 credit)

# MODULE DESCRIPTIONS

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## Family Support Specialization

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### **MODULE I Human Growth and Development: A Transactional Perspective (3 courses, 9 credits)**

This module provides the student with a broad look at human development through the life cycle. The major element that binds the courses together is attention to the impact of human development on the family.

#### **Courses**

**DEVF 571 Adult Development** This course provides an overview of the major stages and developmental processes in adulthood with particular focus on parenthood.

**DEVF 572 Growth and Development of the Young Child** This course focuses on developmental changes in the infancy and preschool period and describe ways in which stage-related changes affect parent/child interactions.

**DEVF 573 Middle Childhood and Adolescence** This course describes ways in which growth and development in the transitional years affect and are affected by the family, the peer group, and an expanding number of significant others.

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### **MODULE II Family Systems (3 courses, 9 credits)**

This module focuses on the role of the family support practitioner as a catalyst for strengthening families.

#### **Courses**

**SYSF 575 Family Systems** This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

**SYSF 576 Program Models** This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

**SYSF 577 Parent Support and Education** This course examines the acquisition of knowledge and technical skills for practitioners working with families.

### **MODULE III Leadership and Family Support Services (3 courses, 9 credits)**

This module focuses on the role of the family support practitioner as leader and change agent with an emphasis on action and leadership as professional responsibilities.

#### **Courses**

**LEDF 580 Assessment and Evaluation of Family Support Programs** This course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

**LEDF 581 Administration and Organizational Leadership** This course examines aspects of leadership philosophy and style, management techniques, and program development.

**LEDF 582 Supervision of Family Support Programs** This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel.

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### **MODULE IV The Profession and Public Policy in Family Support Services (2 courses, 6 credits)**

This module is an introduction to family policy and advocacy. An overview of the history of family support programs and policies and the profession is provided. Specific skills and techniques in family advocacy are covered.

#### **Courses**

**POLF 585 The Profession in the Field of Family Support** This course provides a historical review of the field of family support and sociopolitical analysis of its status as an occupation and a human service.

**POLF 586 Public Policy in the Field of Family Support** This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Principles of advocacy are covered.

## ADDITIONAL PROGRAM ACTIVITY AREAS

**PRAF 689 The Practicum Proposal (3 credits)** The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer institute that describes the proposal writing process. During this course, the student works closely with a faculty adviser who guides and assists in proposal writing.

**PRAF 690 The Practicum Report (3 credits)** This course follows from the work completed during PRAF 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAF 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

**SUMF 652 Summer Institute: Leadership and Program Development in Family Support Services (1 credit)** This six-day seminar focuses on the issues of leadership, management, program development, administration, and supervision of family support services. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the areas of leadership and program development.

**CEDF 6501 Continuing Education (no credit)**



# Policies Governing Student Relations

## General

Nova University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

## Institutional and Academic Information

Nova and its composite academic units periodically publish bulletins or catalogs describing Nova and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

## Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of religion, sex, handicap, color, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.





# STUDENT RIGHTS AND RESPONSIBILITIES

## The Code of Student Conduct and Academic Responsibility

**Purpose:** This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

### Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

### A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

## B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
  - a. Theft;
  - b. Vandalism;
  - c. Disruptive behavior;
  - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
  - e. Possession, transfer, sale, or use of illicit drugs;
  - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
  - g. Violations of housing regulations;

h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;

i. Threats of or actual damage to property or physical harm to others; and

j. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

## C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

## D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

## Student Code of Computer Ethics

Nova University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's

programs of instruction, research, and administration. Nova University's computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multiuser time-sharing systems to single-user terminals and personal computers, whether free standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova University Code of Student Conduct and Academic Responsibility. Students, as part of their academic preparation toward specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova University's computer systems, whether a multiuser time-sharing system or a single-user terminal or personal computer, must:

- Have proper authorization for use or attempted use of accounts within the Nova University computer systems
- Limit the use of Nova University computer systems to academic activities as defined by the student's academic program office
- Refrain from attempting to tamper with or obstruct the operation of Nova University's computer systems
- Be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- Refrain from any attempt to use Nova University's computer systems as a means for the unauthorized access to computer systems outside the University's systems
- Be aware that the use of invasive software, such as worms and viruses destructive to hardware, software, or data files, is illegal and unethical
- Be aware that using Nova University's computer systems to act or behave in a rude, obscene, or harassing manner will be dealt with by appropriate University policy, procedures, and agents

- Use only legally obtained or licensed data or software in accordance with its license or purchase agreement
- Be in compliance with federal copyright laws and the Nova University Copyright Code.

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice-President and the Office of the Dean of a student's academic program.

## Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs\* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol (see attached "Controlled Substances--Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

### On Campus:

Nova University Student Counseling Service  
Mailman Building  
(305) 475-7552

Nova University Community Mental Health  
Davie ..... 475-7070  
Lauderhill ..... 486-3663  
Coral Springs ..... 753-7020

### Community:

Florida Department of Education  
Educational Prevention Center  
Knott Building  
Tallahassee, Florida 32399  
(904) 488-6304

Department of Health and Rehabilitative Services  
Alcohol and Drug Abuse Program  
1317 Winewood Boulevard  
Tallahassee, Florida 32399  
(904) 488-0900

\*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level

of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.



# Federal Trafficking Penalties

PENALTY			Quantity	DRUG	Quantity	PENALTY	
CSA	2nd Offense	1st Offense				1st Offense	2nd Offense
	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	<b>METHAMPHETAMINE</b>	100 gm or more or 1 kg <sup>1</sup> or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
			100-999 gm mixture	<b>HEROIN</b>	1 kg or more mixture		
			500-4,999 gm mixture	<b>COCAINE</b>	5 kg or more mixture		
I	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	<b>COCAINE BASE</b>	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
and							
II	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	10-99 gm or 100-999 gm mixture	<b>PCP</b>	100 gm or more or 1 kg or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
			1-10 gm mixture	<b>LSD</b>	10 gm or more mixture		
			40-399 gm mixture	<b>FENTANYL</b>	400 gm or more mixture		
			10-99 gm mixture	<b>FENTANYL ANALOGUE</b>	100 gm or more mixture		

Drug	Quantity	First Offense	Second Offense
Others <sup>2</sup>	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.

<sup>1</sup> Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

<sup>2</sup> Does not include marijuana, hashish, or hash oil.

## Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	<b>Marijuana</b> Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	<b>Marijuana</b> Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	<b>Marijuana</b>	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	<b>Hashish</b>		
1 to 100 kg	<b>Hashish Oil</b>		
50-99 plants	<b>Marijuana</b>	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 50 kg	<b>Marijuana</b>		
Less than 10 kg	<b>Hashish</b>		
Less than 1 kg	<b>Hashish Oil</b>		

# Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES		TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLER- ANCE	DURATION (Hours)	USUAL METHODS OF ADMIN- ISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
				Physical	Psychological						
NARCOTICS											
Opium	II III V	Dover's Powder, Paregoric Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin <sup>2</sup>	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS											
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS											
Cocaine <sup>1</sup>	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV	Adipex, Cyferl, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS											
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I	2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS											
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported
Tetrahydrocannabinol	I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

<sup>1</sup> Designated a narcotic under the CSA

<sup>2</sup> Not designated a narcotic under the CSA

## Smoking and Nonsmoking

Smoking is prohibited in any Nova University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

## Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community--students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.

3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.
4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

## Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.

2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.
3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.
6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.
7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse

and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

## Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

### Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:
  - a. Members of the Board of Trustees
  - b. Guest lecturers
  - c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread



of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.
4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after

reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.

6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.
7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

## Policy on Sexual Harassment

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- (a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.
  - (b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.
  - (c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.
- A. At Nova University, sexual harassment of or by employees includes:
1. Unwelcome or unwanted sexual advances. This includes unwelcome

- physical contact or sexual advances considered unacceptable by another individual.
2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
  3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.
  4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
  5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.
  2. Submission to or rejection of such conduct affects academic decisions; or
  3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;
  4. Unwelcome patting, pinching, or touching;
  5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Nova University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;

## Privacy of Records

Nova University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the

reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

## Reservation of Power

Nova University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

## Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department of the Abraham S. Fischler Center for the Advancement of Education.

## Financial Aid

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Aid, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 475-7411.

## When to Apply

Normal processing time for a financial aid application is 6 to 8 weeks; however, loan applications may take up to 12 weeks because of additional bank and guarantee agency processing. Students should apply well in advance of the date that funds will be needed.

All students must reapply for aid annually. Applications are generally available each January for the following academic year. The priority deadline for a given academic year is the preceding April 1. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1 (13 months after the priority deadline). For example, the two deadlines for the 1992-93 academic year are April 1, 1992, and May 1, 1993.

## International Students

International students who intend to reside in the United States and who are required to obtain an I-20 visa **must** be full-time, degree-seeking students and **must** attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5695 or toll free (800) 541-6682, Ext. 5695.

## Veterans' Benefits

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685 or toll free (800) 541-6682, Ext. 5685.



# Learning Resources

## Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the University's major collection of books and periodicals. This collection encompasses the disciplines of the behavioral sciences, the humanities, public administration, computer sciences, business administration, legal studies, and education.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 235,000 volumes and volume equivalents, contains the standard materials required for legal study and research. In addition to this basic collection, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nations documents.

Students enrolled at off-campus sites may arrange to have the University's library holdings available by overnight mail. In addition, references pertaining to current courses are held on reserve at the site.

**STUDENT IDENTIFICATION:** students must have a student I.D. card for library use.

## Off-Campus Library Services

Off-Campus Library Services is a department of Nova University Libraries that provides off-campus students with most of the library services available on campus. Students may order books, request articles, search catalogs and indexes, and talk directly with a reference librarian. To contact OCLS by phone, call (800) 541-6682, Ext. 7050 or 7508.

## Center for Media and Technology

Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

## Computing Facilities

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.

## Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center. The ERIC collection now numbers more than 335,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may obtain needed documents from Nova's Information Retrieval Service free of charge. Since it began operation in September 1976, the IRS has distributed more than 110,000 documents on microfiche.

The IRS assists Nova in its continuing efforts to improve the dissemination of educational documents. Within the ERIC microfiche collection, participants have access to more than 500 documents developed by Nova students that have been indexed and copied on microfiche by ERIC. Students may request microfiche copies of these documents at no fee. The IRS also houses a microfiche collection of students' practicums and major applied research projects from the Abraham S. Fischler Center for the Advancement of Education of Nova University. Upon request, students may purchase duplicate copies of these microfiches.

In addition to ERIC, the IRS has computer access to more than 400 databases, including many social and behavioral science databases, such as PsycINFO, Sociological Abstracts, Federal Register, and Books in Print, that contain related information. The computer files to which IRS has access contain more than 260 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for practicums and other projects. The IRS also may obtain information from SpecialNet, a special education telecommunications system; Advocnet, a vocational education telecommunications system; and NEXIS, a system that allows access to newspapers, magazines, and wire services.



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# Nova University Degree Offerings

## Doctoral and Professional Degrees

### Doctor of Business Administration (D.B.A.) in:

- Accounting
- Business Administration
- Human Resource Management
- International Management

### Doctor of Education (Ed.D.) in:

- Adult Education
- Child and Youth Studies
- Computer Education
- Educational Leadership
- Higher Education
- Vocational, Technical, Occupational Education

### Doctor of International Business

Administration (D.I.B.A.) in:  
International Business Administration

### Doctor of Science (Sc.D.) in:

- Computer Science
- Information Science
- Information Systems
- Training and Learning

### Doctor of Philosophy (Ph.D.) in:

- Clinical Psychology
- Family Therapy
- Oceanography

### Doctor of Psychology (Psy.D.) in:

- Clinical Psychology

### Doctor of Public Administration (D.P.A.) in:

- Public Administration

### Juris Doctor (J.D.) in:

- Law

## Specialist Degrees

### Educational Specialist (Ed.S.) in:

- Computer Education
- Computer-Based Learning
- Education (18 majors)

## Master's Degrees

### Master of Accounting (M.Acc.) in:

- Accounting

### Master of Business Administration

(M.B.A.) in:

- Business Administration
- Financial Services Management
- Real Estate Development and Management

### Master of International Business

Administration (M.I.B.A.) in:

- International Business Administration

### Master of Public Administration (M.P.A.) in:

- Public Administration
- Public Administration/Coastal Zone Management
- Public Administration/Environmental Resources Management

### Master of Science (M.S.) in:

- Child and Youth Care Administration
- Child Care Administration
- Coastal Zone Management
- Computer-Based Learning
- Computer Education
- Computer Information Systems
- Computer Science
- Education (18 majors)
- Elder Care Administration
- Family Support Studies
- Family Therapy
- Gerontology
- Health Services Administration
- Human Resource Management
- Human Services
- Information Systems
- Information Technology and Resource Management
- Management of Quality and Technology
- Marine Biology
- Mental Health Counseling
- School Guidance and Counseling
- Speech-Language Pathology
- Training and Learning

### Master of Arts (M.A.) in:

- Liberal Studies

## Bachelor's Degrees

### Bachelor of Science (B.S.) in:

- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Community Psychology
- Computer Engineering
- Computer Information Systems
- Computer Science
- Computer Systems
- Elementary Education
- Exceptional Education
- General Psychology
- General Studies
- Hospitality Management
- Legal Studies (prelaw)
- Life Sciences (premedical)
- Ocean Studies
- Professional Management
- Secondary Education

### Bachelor of Arts (B.A.) in:

- Liberal Arts

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

Any Nova University student has the right to inspect and review his or her educational record. The policy of the University is *not* to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova University, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The University registrar and director of human resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

The school is authorized under federal law to enroll nonimmigrant alien students.

The Nova University general policies on student relations are on file in the Office of the University Registrar.

Nova University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685.

## **Application and Admissions Packet**

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the Master's Programs in Child Care, Youth Care, and Family Support. Included here are:

- A graduate admissions application
- Supplementary application
- Three admissions recommendation forms
- Two transcript request forms.







ABRAHAM S. FISCHLER CENTER  
FOR THE ADVANCEMENT OF EDUCATION  
Master's Programs in Child Care, Youth Care, and Family Support  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(305) 475-7457 or (800) 541-6682, Ext. 7457 (U.S.)  
(800) 554-6682, Ext. 7457 (Canada and Bahamas)

Center-AE  
Cohort Code. CAMFTLAUFL  
Major Code-569  
Degree Objective-MSY  
S - PR  
AC - GST  
AA - X  
AT - GRD  
Cohort- \_\_\_\_\_  
First Semester \_\_\_\_\_

Official Use Only

**Graduate Admissions Application**  
**Master's Program for Child and Youth Care Administrators**  
**Master's Program for Child Care Administrators**  
**Master's Program for Elder Care Administrators**  
**Master's Program in Family Support Studies**

To the applicant: We welcome your application. If at any point you are uncertain about the application process, you are encouraged to write or call the Program Office.

**Please send this completed form and your \$40 check (application fee) payable to Nova University.**

**NOTE:** All application material must be mailed directly to:  
Director  
Master's Programs in Child Care, Youth Care, and Family Support  
Nova University  
Abraham S. Fischler Center for the Advancement of Education  
3301 College Avenue  
Fort Lauderdale, Florida 33314

Expected starting date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Mo. Day Year

Soc. Sec.# \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Sex: ( ) Male ( ) Female Date of birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

Last Name First Name Middle Initial Maiden Name

Legal/Permanent Address: Street and Number

City State Zip Home Telephone Business Telephone/Extension

Mailing Address While Attending Nova (local if applicable) City State Zip

**Emergency Contact:**

Name Street and Number

City State Zip Home Telephone Business Telephone/Extension

**Academic Goal:** Check appropriate master's program

- ☐ Administration of Day Care, Preschool, and Early Education Programs  
☐ Administration of Residential Treatment, Group Care, and Community-Based Programs for Children and Youth  
☐ Administration of Elder Care Programs  
☐ Family Support Studies

Please list all colleges and universities attended. **An official copy of your bachelor's transcript is required.**

Send it to:

Director

Master's Programs in Child Care, Youth Care, and Family Support

Nova University

Abraham S. Fischler Center for the Advancement of Education

3301 College Avenue

Fort Lauderdale, Florida 33314:

Name of College/University	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree AA/BS	G.P.A.

Did you receive your degree from a three- or four-year B.A. or B.S. degree program? \_\_\_\_\_ Yes \_\_\_\_\_ No

### Citizenship Status:

\_\_\_ U.S. citizen

\_\_\_ Nonresident alien

\_\_\_ Resident alien

### International Students:

Do you require an I-20? Yes \_\_\_\_\_ No \_\_\_\_\_

If you have a visa, indicate status code \_\_\_\_\_

Country of citizenship \_\_\_\_\_

Native language \_\_\_\_\_

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (305) 370-5695.

### Ethnic Origin Data (this information is requested for reporting purposes only):

Check one of the following:

\_\_\_ Hispanic origin

\_\_\_ White (not of Hispanic origin)

\_\_\_ Asian or Pacific Islander

\_\_\_ Black (not of Hispanic origin)

\_\_\_ American Indian or native Alaskan

### Applicant Status at Time of Application:

First time attending Nova University? \_\_\_\_\_ Yes \_\_\_\_\_ No

If no, in what program were you enrolled? \_\_\_\_\_

Dates of attendance \_\_\_\_\_

### Financial Aid:

Have you applied for financial aid? \_\_\_\_\_ Yes \_\_\_\_\_ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, when was the F.A.F. sent to Princeton, New Jersey? \_\_\_\_\_

Date

I declare that the above information, to the best of my knowledge, is complete and accurate. I have read and understand the policies and procedures stated in this program catalog, and I agree to abide by all rules and regulations of Nova University.

Applicant's Signature

Date



ABRAHAM S. FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION  
Master's Programs in Child Care, Youth Care, and Family Support  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(305) 475-7457 or (800) 541-6682, Ext. 7457 (U.S.)  
(800) 554-6682, Ext. 7457 (Canada and Bahamas)

## Supplementary Application

Master's Program for Child and Youth Care Administrators  
Master's Program for Child Care Administrators  
Master's Program for Elder Care Administrators  
Master's Program in Family Support Studies

Name \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_

Address \_\_\_\_\_  
Street

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Employer \_\_\_\_\_

Business Address \_\_\_\_\_  
Street and Number

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Business Telephone (\_\_\_\_) \_\_\_\_\_

### Professional Information

#### 1. PRESENT POSITION

Your title: \_\_\_\_\_ Your starting date: \_\_\_\_\_

Number of persons you directly supervise: \_\_\_\_\_

Number of children served: \_\_\_\_\_

Budget allocation for your area of responsibility: \_\_\_\_\_

Immediate supervisor (if applicable): \_\_\_\_\_

Name \_\_\_\_\_ Position \_\_\_\_\_

The major assignments and responsibilities in your present position: \_\_\_\_\_

The proudest accomplishments in your present position: \_\_\_\_\_

Your greatest disappointments: \_\_\_\_\_

Your strengths: \_\_\_\_\_

Your weaknesses: \_\_\_\_\_



2. Previous positions: please list previous employment in chronological order, beginning with your present position.

Dates	Employer Name and Address	Brief Description of Responsibilities
to		
to		
to		

3. Recommendations:

Identify the three persons you have asked to write letters of recommendation on your behalf. At least one of the three individuals should be your immediate supervisor. Please use the enclosed forms when requesting recommendations.

1. \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Name Title Telephone
2. \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Name Title Telephone
3. \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Name Title Telephone

4. List any additional professional and/or career-related experiences you have had (e.g., workshop leader, adjunct faculty, conference leader, keynoter, etc.). **Please attach a resume.**

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5. List below the titles of any professional writing you may have done in the past. Please include undergraduate honors theses, publications, work-related projects, grants, etc.

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6. Do you intend to transfer any graduate-level credits toward your master's degree? \_\_\_\_ Yes \_\_\_\_ No  
If yes, list course number, title, institution, and dates:

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## Personal Information

Wife/Husband \_\_\_\_\_

Children (names and ages): \_\_\_\_\_

Magazines you regularly read; books you have read recently: \_\_\_\_\_

Hobbies or recreational interests: \_\_\_\_\_

Civic or community activities and offices held: \_\_\_\_\_

Describe an accomplishment, involving a group or organization, of which you are most proud. Describe your role in helping to achieve the positive outcome: \_\_\_\_\_

What do you regard as the major problems in your field today?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

The contribution you are seeking to make to the resolution of one or more of these problems (please identify the problem or problems):

Your expectations for this master's degree program (skills, knowledge, attitudes):

## Narrative Section

Please answer the questions below as fully as possible in narrative form. Each response must be a minimum of 400 words and typewritten on a separate sheet or sheets of paper. The responses will be assessed for content, organization, critical thinking, and writing skills and for the potential to perform competently in this program.

1. The attached article, "Managing Conflict: Supervisory Skills and Strategies," by Peter Gabor and Carol Ing, examines many of the challenges involved in conflict managing. Discuss the ideas presented and apply them to your own work setting.
2. Provide an autobiographical summary. Include details that shed light on your decision to enter and assume a leadership role in your field.

### Acknowledgement of Program Requirements:

I understand that the broad requirements for the program include passing each of the study areas, successfully performing and reporting upon the practicum, and attending the summer institute.

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of this master's program and Nova University.

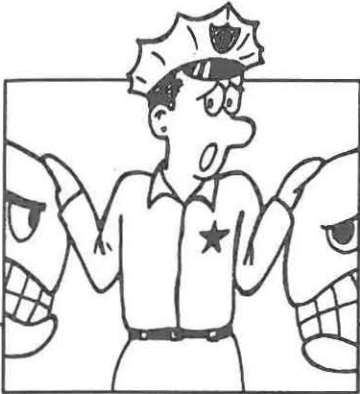
Signature\_\_\_\_\_ Date\_\_\_\_\_

### Mail your completed application to:

Director  
Master's Programs in Child Care, Youth Care, and Family Support  
Nova University  
Abraham S. Fischler Center for the Advancement of Education  
3301 College Avenue  
Fort Lauderdale, Florida 33314

# MANAGING CONFLICT:

## SUPERVISORY SKILLS AND STRATEGIES



**C**onflict management is an interactive process; workers and supervisors alike have a role in ensuring that conflicts are constructively resolved.

Conflicts are ever present in group care settings and occur at all levels: among children, between children and staff, among workers and between workers and supervisors. In this paper, we will focus on conflicts occurring between supervisors and workers, exploring the dynamics of such conflict and describing skills and approaches which can be used by supervisors to constructively and effectively manage such conflict.

Group care settings are highly complex social systems. Because interactions are intensive and because there is a high interdependence of tasks at the staff level, conflicts are inevitable. Conflicts reflect differences in people's attitudes, views, opinions, goals, and expectations. In themselves, conflicts are not necessarily negative; indeed, creative resolution of conflicts can build interpersonal and team relationships, as well as provide the impetus for program development. However, if conflicts are inadequately resolved, working relationships may deteriorate, leaving feelings of resentment, frustration and anger. Workers with such feelings may lose motivation and exhibit behaviors of withdrawal, minimum compliance or even overt defiance.

Group care programs are subjected to many pressures, some of

which increase the chances of supervisor-worker conflict. Programs are under pressure from consumers to demonstrate accountability, funders are demanding more efficient and cost-effective services, and professional trends are increasingly emphasizing community-based approaches. These, and other pressures, are continually challenging programs to adapt and change. By nature of their position, supervisors are often responsible for leading and implementing the change process. However, many workers will resist change (Long, 1988) if only because their lives and routines are often disrupted by changes. Conflicts inevitably result from such dynamics.

Conflicts between supervisors and workers may also focus on the worker's performance. Supervisors are responsible for ensuring that performance standards in general are maintained and that each worker meets those standards. However, because child care work involves a complex of role expectations, some of which may be contradictory (Gabor, 1975), some workers will selectively fulfill only some of those expectations and ignore others. For example, a worker may concentrate on meeting the needs of individual children and fail to support team efforts to maintain consistency and organization in



the living unit. In such a situation, conflict may arise when the supervisor raises concerns about deficiencies in the worker's performance.

**C**onflict management is an interactive process; workers and supervisors alike have a role in ensuring that conflicts are constructively resolved. However, because of their formal authority and leadership role, supervisors have a special responsibility for ensuring that conflicts are managed effectively. To do this, supervisors need a sound understanding of the dynamics of conflict resolution as well as an ability to make use of this knowledge in their relationship with their subordinates. By understanding the underlying dynamics of conflict and using effective conflict management skills, supervisors can ensure that relationships remain constructive and that the negative consequences of inadequate conflict resolution are avoided. Moreover, by their use of effective conflict management skills, supervisors model these techniques for staff members, thereby enhancing conflict resolution skills within the organization generally.

## **THE DYNAMICS OF CONFLICT RESOLUTION**

### ***Types of Conflict***

Although conflicts may arise in a variety of circumstances and focus on a multitude of issues, they can generally be grouped into two categories: (1) Substantive conflict and (2) Process Conflict.

Substantive conflicts, sometimes called content conflicts (Gamble and Gamble, 1982), are disagreements over goals, methods, facts and issues. For example, different workers may well have different views regarding the appropriate treatment plan for Joan, a newly admitted 12-year-old who has

been sexually abused. Similarly, different staff members may have different ideas about the amount of emphasis to place on different program components or intervention techniques.

While most conflicts appear, at first, to center on substantive issues, in reality, many conflicts have little to do with goals, methods, or facts. Although the disagreement may be articulated in terms of substantive arguments, there is often a process conflict hidden beneath the surface. For example, some workers may have a personal preference for tight rules and routines within a group living program. Other workers, may place a higher value on the expressive components of the program such as group meetings, arts and crafts activities and opportunities to vent feelings. Such value conflicts may underlie workers' arguments for and against tight rules and routines, group meetings and activity programs.

At other times staff members' perceptions of themselves may become involved in a disrupted situation. These conflicts are referred to as ego conflicts (Gamble and Gamble, 1982). In such situations the outcome or resolution of the matter is of secondary concern to the worker; the real issue is how the resolution impacts on the worker's sense of self-esteem and worth. Ego conflicts have a bearing on the view workers have of their place within the supervisory relationship and within the organization. For example, an experienced worker may view herself to be as knowledgeable as, or more knowledgeable than, the supervisor.

This self-perception is reinforced if her views and ideas are accepted at meetings but may be threatened if the supervisor's plans are adopted. A conflict may arise centering, ostensibly, around which plans have more merit. However, the real issue is an underlying process issue that centers on the worker's perception of herself.

**S**ome supervisors also attempt to define their role and relationships through disputes. Supervisors who may be new or insecure in their position may have a strong need to see their viewpoint adopted because "winning the issue" fosters their self-concept as leaders; "giving way" may be threatening to that self-concept. The important issue for such supervisors is not the specific plan that will be accepted but rather their own percep-

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***F***ocusing only on substantive issues where important process conflicts are present will result in inadequate conflict resolution.

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tion of themselves as leader and supervisor.

Many conflict situations have an element of ego-conflict involved; some conflict situations are primarily ego-conflicts. It is important to recognize such situations because poorly resolved ego-conflicts are very detrimental to effective program functioning.

## MANAGING CONFLICT: SUPERVISORY SKILLS AND STRATEGIES

(Continued)

As long as ego-conflicts remain unresolved, those involved in such conflicts will take every opportunity to attempt to define their role and position and confirm their self-esteem and self-worth. In such circumstances, substantive issues will tend to get lost and receive inadequate consideration; supervisory sessions, staff meetings

(Stephis, 1974; Johnson, 1986; Adler and Towne, 1987).

Some supervisors **avoid** conflicts, tending to ignore issues, and preferring to repress their emotional reactions to them. Such supervisors are usually uncomfortable in raising issues of concern. For example, a supervisor may decide not to express a

concern regarding a new worker's performance, hoping that the performance will improve as the worker obtains more experience on the job. Unfortunately, avoidance is not usually functional since few problems improve without intervention. Rather, problems are likely to remain unresolved and negative feelings such as resentment, anger and lack of respect build up. Moreover, by appearing to condone an unsatisfactory performance, the supervisor communicates undesir-

able messages regarding standards and expectations to other members of the work group.

**D**elay or diffusion is a second strategy that can be used to cool off a situation. At times it may be useful to postpone a confrontation and wait until circumstances are more appropriate. For example, a supervisor may delay raising an issue of concern with a worker who has just completed a turbulent and hectic shift, preferring to wait for a more opportune moment. While delay makes sense under such circumstances, many confrontations are postponed simply because the supervisor is uncomfortable in raising concerns. The problem that arises is that too long a delay can create the same difficulties as does avoidance.

Moreover, during the delay, other complications may arise. For example, a supervisor who postpones raising a concern until a more appropriate moment may nevertheless continue to build up frustration, anger and resentment to the point that when he finally does raise the issue with the worker, he has difficulty sticking to the issues and rather opens up by venting his feelings.

**C**onfrontation is the third strategy that may be used. One meaning of the word *confrontation* is to *face*, to confront an issue is to face up to it and deal with it. It is in this sense that *confrontation* is used in this discussion. Depending on how it is carried out, confrontation may be a negative process involving the use or misuse of power or a positive process that involves negotiation. The **use of power** tends to create a situation where one person wins and the other person loses. Supervisors have formal authority by virtue of their position and thus have the opportunity to use power. Essentially, then, one can say, "You will do this my way". Unfortunately, such use of power often results in hostility, anger, defiance, and a lack of commitment to goals (Phelps and Austin, 1974). The second way of confronting conflict is to **negotiate**, that is, skillfully manage the conflict to a mutually satisfying solution. Phelps and Austin 1974 maintain that negotiating involves treating others with respect, stating one's own needs directly, helping others articulate their needs and seeking solutions which meet the needs of both parties. Such handling of conflicts within the work situation can enhance and solidify interpersonal relationships and build motivation.

When one considers the nature of the work setting and how child and

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**W**here avoidance or delay are used to resolve conflict, the consequence often is that everyone loses.

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and planning retreats will inevitably become forums for a clash of egos.

Value and ego conflicts, then, involve process issues that often underlie substantive conflicts. In dealing with conflict situations it is important to check for underlying value and ego themes, to understand and make these explicit, and to deal with them in an open and direct manner. Focusing only on substantive issues where important process conflicts are present will result in inadequate conflict resolution.

### APPROACHES TO CONFLICT RESOLUTION

Three main approaches to managing conflict are: (1) avoidance, (2) delay, and (3) confrontation

youth care work is structured, the advantages of using negotiation become clear. The authority that supervisors have is actually of two types: *attributed* and *manifest* (Long, 1988). The authority that supervisors have by nature of their position is attributed authority while the power to actually accomplish and do things within the work unit is manifest authority. The two types of authority are not synonymous; formal authority does not always translate into the opportunity to get things done.

In the child and youth care field, workers have the opportunity to exercise discretion because their activities are necessarily ambiguous and conditional (Street, Vinter, and Perrow, 1966), and also because many of the activities take place away from direct supervisory scrutiny (in the evenings, on outings, etc.). Consequently, considerable reliance must be placed on workers carrying out their tasks in a manner consistent with organizational goals and objectives. Moreover, there is a high degree of task interdependence in child care work as teams of workers, following each other in duty shifts, carry out the main tasks of the organization. Thus, good interpersonal relationships and high morale among workers is important if the required team work is to be effective.

**I**n short, supervisors can only accomplish their goals through their workers. Their influence with their workers is directly related to the relationships they can establish with them and to the level of morale and motivation within the work unit. Positive relationships and high morale and motivation are most effectively developed where supervisors demonstrate a high degree of respect for their workers' needs and attempt to

meet those needs. It is important to recognize, however, that meeting workers' needs should not entail giving in to all worker demands and setting aside the supervisor's priorities; rather a process of negotiation can help find a balance between the two sets of needs.

### **CONSEQUENCES OF DIFFERENT APPROACHES TO CONFLICT RESOLUTION**

Different consequences result from the various approaches to conflict resolution. In general four types of consequences are possible: (1) Lose-Lose, where neither side's needs are met; (2) Win-Lose or Lose-Win, where the needs of one side only are met; (3) Compromise, where the needs of both sides are partially met; and (4) Win-Win, where the needs of both sides are met.

#### **Lose-Lose**

Where avoidance or delay are used to resolve conflict, the consequence often is that everyone loses. Essentially, the problem remains, and indeed often worsens. For example, a supervisor may choose to ignore the behavior of a staff member who does not consistently follow through agreed upon plans. Negative consequences may include: (1) The supervisor loses respect among members of the working group; (2) The program operates less effectively than might be possible with a consistent approach; and (3) The inconsistent worker does not receive feedback which might have helped to improve his performance. In a real sense supervisors who fail to confront problematic situations show low

concern for their own needs and for the needs of others (Graham, 1980). Such supervisors are like a giant turtle hiding inside its shell; they are difficult to ignore but they make very little impact on their surroundings. For all intents and purposes they are "not there" when needed.

#### **Win-Lose**

When power is a major factor in the resolution of a conflict a Win-Lose result often emerges. Typically, the use of power involves forcefulness, threats, demands, intimidation, deceit and manipulation. Thus, a supervisor may summarily tell a worker to follow instructions. In such a situation, the supervisor essentially says: "I am the supervisor, I hold the formal authority, and you will do what you are told." Alternately, the supervisor may use threats and intimidation, implied or

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**P** *People who use power to achieve their objectives reflect an attitude that indicates: "My expertise is greater, my knowledge is superior, my needs are more important."*

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explicit, suggesting that a worker's performance evaluation will be contingent upon her support of the supervisor's goals and plans. A supervisor may also use manipulation in his approach, assuming the role that Warschaw (1980) calls, "Big Daddy". Such a supervisor will explain to workers that only he has the "big

## **MANAGING CONFLICT: SUPERVISORY SKILLS AND STRATEGIES**

*(Continued)*

picture" and suggest that, given his access to all the relevant facts and his greater experience, his ideas are the best. He is asking others to trust that he will take care of them and that what he is proposing will ultimately benefit everyone.

For their part, workers will also, sometimes, resort to the use of power in situations of conflict. For example

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**N***egotiating, using the problem solving technique, provides a rational, open and constructive method for solving conflict, and leads to Win-Win consequences.*

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a worker may have a strong and forceful personality and persist in arguing a point until the supervisor finally gives way. Alternately, a worker might obtain the agreement of other workers for a particular point of view and use this support as a power lever. A worker might also attempt to manipulate by raising other issues of concern and attempting to divert attention from the matter at hand.

**T**he examples above give an illustration of some ways that power may be used in conflict resolution. Obviously, other power-based approaches are possible and, indeed, are frequently used. People who use power to achieve their objectives reflect an attitude that indicates: "My expertise is greater, my knowledge is

superior, my needs are more important." As a corollary, they consider the needs and opinions of others to be of secondary importance. When they succeed in resolving conflict to their satisfaction, they inevitably leave in their wake a sea of bad feelings, bruised egos, and resentments. Supervisors who rely on the use of power are likely to face heavy costs in the form of low morale, loss of motivation and inadequate commitment in the work unit.

### ***Lose-Win***

In some situations, rather than relying too much on the use of power, people will fail to make legitimate use of their power and authority. Such people, in effect, show a higher regard for the concerns and needs of others than for their own. A supervisor, for example, may want to ensure that her workers are happy and

that the work team is functioning harmoniously. Thus she may place few demands on the work group and shield her workers from organizational demands, thereby abdicating her leadership role. Alternately, a worker may be unassertive regarding his views and needs, taking the position that since the supervisor has more experience and holds a more senior position, the supervisor must know best.

Evidently, the personal needs of such people are rarely met. Often they pay a price by experiencing negative feelings such as resentment, anger, a low sense of worth and decreased job satisfaction. Moreover, because they are unassertive, their views and opinions remain unheard, depriving the work group of their

experience and perspective. Because a lack of assertiveness does not necessarily mean that the quality of ideas and opinions is low, the work group may lose the benefit of valuable ideas through this process.

### ***Compromise***

People will sometimes negotiate when faced with conflict but lack a commitment to work towards solutions which can meet as many needs as possible. They approach conflict resolution as a bargaining session and are willing to give up some of their goals if others will give up some of theirs. Thus they seldom arrive at a solution that meets all their needs or those of others but the solutions arrived at allow some of the needs of both parties to be met. A major shortcoming of compromise solutions is that such bargaining is a negatively oriented process where the main objective is to equalize gains and losses. The bargaining may not take into account the quality of the solution but merely concern itself with what is being traded for what. Thus, the worst part of each side's position may be retained in a compromise solution, while the more desirable elements of each position are discarded as bargaining chips.

### ***Win-Win***

The most constructive solutions are those which take into consideration the views of all persons involved and are acceptable to all. Such outcomes are the result of negotiation strategies where the needs of both sides are considered important and an attempt is made to meet all needs. These solutions are appropriately called Win-Win because there are no losers. While often difficult to arrive at, the process leading to such solutions builds interpersonal relation-



ships, increases motivation and improves commitment. Win-Win solutions are the most constructive and most desirable outcomes of conflict resolution.

## **SUCCESSFUL CONFLICT MANAGEMENT**

The descriptions provided above suggest that there may be heavy costs associated with any consequence that has a *lose* component. The compromise method involves fewer costs but limits the degree to which needs can be met. The Win-Win method is the ideal approach to resolving conflicts because it maximizes the degree to which individuals' needs are met and at the same time it helps to avoid negative consequences. The approach is based on a value that all needs and views are important and on a commitment to finding mutually acceptable solutions. With this approach, the abuse of power, manipulation and withdrawal are minimized and, in general, relationships between supervisors and workers are strengthened.

Negotiating, using the problem solving technique, provides a rational, open and constructive method for solving conflict, and leads to Win-Win consequences. This approach involves a two-way communication process in which conflict is defined mutually, proposed solutions are identified, agreed to, implemented, evaluated and if needed, modified. The model incorporates many of the techniques described by Warschaw (1980), Glasser (1969), Gordon (1970), and Johnson (1986). The major steps, from the perspective of the supervisor are as follows:

1. **Confront the problem.** Supervisors have the responsibility to face issues and initiate resolution of

problems by describing their concerns, stating their needs and asking for the cooperation of the worker in resolving the conflict. The use of an effective opening statement is an important skill because how an issue is raised often determines whether the conflict can be effectively resolved. Although inadvertently done, many supervisors initiate confrontation in a manner that produces defensiveness, anger or an aggressive response. Opening statements should be non-threatening, identify problem behaviors in observable terms, outline the feelings incurred and describe the effects of the conflict. In short, supervisors should communicate their needs openly, directly and honestly and request the worker to help resolve the problem.

2. **Define the problem mutually.** Once a commitment to work toward the resolution of the concern is obtained, it is vital that the concern be given a joint definition. It is important for supervisors to encourage the worker to share her opinions and feelings. This is not the time to become involved in an argument about the merits of the worker's concerns; rather, the objective is to help the worker state her concerns clearly and openly. The use of empathy responses can help to reduce any defensiveness and summary statements can confirm the supervisor's understanding of the worker's position. Of course, supervisors should

ensure that their own concerns are also made explicit at this point. This process should lead to a clear identification of each person's views and needs and result in a mutually acceptable definition of the problem.

3. **Negotiate a solution.** One of the most effective approaches to negotiating a solution is to generate alternatives through brainstorming. When as many options as possible have been identified, the process of evaluating and narrowing the options may begin. This step can be time-consuming and frustrating; finding an acceptable solution may seem elusive. However, given adequate commitment and due effort, this process should lead to a strategy that is mutually acceptable and meets

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*One of the most effective approaches to negotiating a solution is to generate alternatives through brain-storming.*

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the needs of both supervisor and worker.

4. **Make a joint decision, implement a solution, monitor and evaluate.** Modifications and changes may subsequently be made. It is an important feature of this approach that the decisions taken are tentative and subject to re-ne-

## MANAGING CONFLICT: SUPERVISORY SKILLS AND STRATEGIES

(Continued)

gotiation should it turn out that some important needs are not being met.

Although this approach is the preferred method for resolving conflicts it should be noted that it is not always feasible or appropriate to use it. Limitations of time, the impracticality of devoting the required effort in every instance, emergency

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**The staff need to have support and confidence that their teams will back them up.**

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circumstances or other situations may preclude the use of the problem solving approach. However, whenever major issues are at stake and it is important to maintain or build relationships, the time and effort to successfully use the Win-Win approach is well worth the investment.

### THE SKILLS OF INITIATING CONFRONTATION

Each of the steps outlined in the preceding section is important in the process of effective conflict management. However, our observations and experience suggest that the first step, confronting the problem, is perhaps the most important. Unless this step is undertaken skillfully, it is unlikely that the issue can be successfully resolved.

To study the process and skills of initiating confrontation we conducted a small research project involving simulated interviews between working supervisors and an actor who played the role of a worker in a residential program. We provided the following scenario for the simulations:

*Last week, one of the young people from the program, Tony, returned late from an unsupervised outing. As this was a repeat offense, he was grounded from such outings for two weeks, as the house rules require.*

*The worker, Fred, recently hired at the center, prides himself in his ability to relate to the young people and frequently has one-to-one "rap" sessions with individual youths. Last night he had a long talk with Tony and afterwards allowed him to go on an unsupervised outing, even though the grounding was still in effect. It was Fred's opinion that since the boy had "opened up" to him it would be more beneficial to "show some trust in him" in return rather than continue the consequence.*

The supervisors were given the objective of trying to get Fred to be more consistent in following house rules and procedures and to be more consistent in following through and supporting other workers.

The simulated interviews that took place were videotaped and analyzed with the objective of identifying functional and dysfunctional approaches to initiating confrontation. In analyzing the taped interviews, we found it striking how difficult supervi-

sors seemed to find raising their concerns in a direct and straightforward manner. The following transcript illustrates a situation where the supervisor does not even hint at what is on her mind until well into the interview.

1. *Supervisor:* Hi Fred, how are you?
2. *Worker:* Oh not bad, pretty good these days.
3. *Supervisor:* You are on the morning shift....
4. *Worker:* Yeah, just started.
5. *Supervisor:* Do you want a drink or anything?
6. *Worker:* No, no I am fine. I don't want to be too long.
7. *Supervisor:* I just wanted you in for an interview as I like to meet with employees fairly frequently at first...It's been a couple of weeks so I'd like to kind of check and see how you're doing...and get some feedback...discuss any concerns you have as well as some we have from this area. Is there anything you would like to bring up right now?
8. *Worker:* Well I have a few concerns myself...nothing too major...nothing that can't be worked out. Is there anything that...it sounds like you might have some sort of a concern about me.
9. *Supervisor:* Well, uh, ...the main feedback I wanted to give you Fred is that, uh, ... I have been watching you as well as the director ... you are a very strong worker, uh, ...you have exceptional rapport with the children, which is certainly in my estimation ... it's one of the most valuable assets a child care worker can have, without a doubt. My concern and the concern of the

other supervisors ... and you come to us with lots of skills, uh, lots of good ideas ... uh, you know ... lots of things to offer to the center and to the programs [praises several programs Fred had organized and lead].

10. *Worker*: Actually, the concerns that I have is that things here seem a bit stagnant and people are a little bit resistant to change...

11. *Supervisor*: Uh-huh ... when you look at our group you realize by now that a good number of our workers have been here for a long time and stagnancy is one thing that happens. It isn't that they aren't open to new things, but ... uh, you have to be aware of other people's feelings and concerns when you bring up new things ... and you have appropriate places to bring them up, like the staff meeting the other day. Otherwise you kind of force things on them as if they didn't know what they were doing in the first place. Like the unsupervised outing that you allowed Tony to have the other night.

12. *Worker*: In situations like that, I mean, that is why I pride myself in being able to make the correct decision... I find with a lot of staff here they have no independence, they always feel they have to go and check...

13. *Supervisor*: The thing I'd like to see in place, and it is extremely important ... and I can sense a hesitancy on your part so I am not sure whether that's your back ground from your last job ... your other place where it was small and you had a chance to do a lot of rap sessions. This is a bigger place and we rely a lot on teamwork. The staff need to have support

and confidence that their teams will back them up. If the child is in danger then you have to take a stand, but if its something that we can review later then it is better to wait and suggest changes at shift reviews.

14. *Worker*: I believe wholeheartedly in teamwork and quite frankly, *I don't believe that I'm getting very much support from my co-workers...*

**T**he supervisor begins by suggesting this is a routine interview. She is vague, hesitant and lacks assertiveness in raising her concerns and she never does explicitly say that she considers the worker's failure to follow through on Tony's restriction to be a problem. Consequently the interview covers a number of unrelated topics such as the worker's skills in activity programming and how other workers react to change. Because of the supervisor's vagueness in stating her concern, the worker is able to give the consistency issue his own definition: his belief that others should support his unilateral decisions! The main purpose of the interview, obtaining the worker's commitment to be more consistent in the future, is never seriously discussed; rather, the interview proceeds in circles to an inclusive end.

An excerpt from another interview further illustrates the difficulties that arise in the absence of an effective opening.

1. *Supervisor*: Fred, how are you?

2. *Worker*: Oh, I'm okay.

3. *Supervisor*: Uh, ... Today I would like to spend some time talking

about a few things ... consistency and ... talk a little about teamwork. I was just wondering if you could, uh, talk to me in terms of your feelings about consistency, and talk about the benefits of it and also some of the problems that you might see of a consistent approach with the kids.

4. *Worker*: Well, I believe wholeheartedly in consistency because ... we need to be as stable as possible and that comes from teamwork... In a situation where you need to handle it right then and there, you make an independent decision then the rest of the team has to follow that, follow up the independent decision.

5. *Supervisor*: Okay, do you see any times when you shouldn't be consistent?

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***Initiating confrontation by raising concerns in a direct but constructive manner is likely to be a far more effective strategy.***

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6. *Worker*: Well, there are times that we as individuals have to make a decision that may differ.

7. *Supervisor*: Uh-huh. Do you see a problem with that at all?

8. *Worker*: I don't see any problems with that at all as long as you are ... you can be consistent ... with the decisions you are making as

## MANAGING CONFLICT: SUPERVISORY SKILLS AND STRATEGIES

(Continued)

an individual, then the kids know where you, as an individual, are coming from.

9. *Supervisor:* So you are talking ... Okay, you are talking then about consistency within yourself.
10. *Worker:* Yes.
11. *Supervisor:* So the kids know where you are coming from and

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**M**aking explicit all relevant needs is vital if a mutual problem definition is to be reached.

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they can, they know what to expect from you all the time.

12. *Worker:* Yes.
13. *Supervisor:* How does that ... How do you see that fitting in, then, with the team?
14. *Worker:* Well within a team ... you need to deal with children differently on different levels. The team has to be made up of individuals not a bunch of androids that are the same. ... Each individual is different.
15. *Supervisor:* So each can be different. Okay, let's talk about a decision, then, that the team makes or an individual makes and the importance of following through with that decision...

16. *Worker:* Yeh, well, there has to be support and we have to look as well at the staff being a team of individuals and the children are all individuals. And by treating them all the same, across the board, uh ... that just won't work. We have to realize that each of those children is an individual. I hate to be rude but *are we going anywhere with this?*

In this interview the supervisor begins by raising the general theme of his concern, the need for consistency, but he does not explicitly indicate how this concern relates to the worker's performance. Indeed, the supervisor approaches the topic as if it were primarily of theoretical, not practical, interest. He leads the worker through an examination of several aspects of the issue and shows good skills of understanding in helping

the worker to clarify his views (Statements 9 and 11) but fails to make known the reasons for his own interest in the matter or his own views. The worker is left wondering about the purpose of the discussion and bluntly says so (Statement 16). In response, the supervisor finally raises the concern about the worker's decision to unilaterally lift Tony's restriction. The rest of the interview becomes a debate about the merits of that decision with the supervisor expressing his concerns and the worker defending himself.

**T**hese interviews, like most of the interviews we analyzed in this project, lacked an effective opening strategy. Because the purpose of the interview was not explicitly stated and because the supervisors did not make

their concerns known clearly and openly, the workers were never really engaged in a problem-solving process and their commitment to work toward the resolution of the issue was not obtained. Indeed, by the time the supervisors finally stated their concerns, the workers had become suspicious of a hidden agenda and became preoccupied with justifying and defending their actions. It was our impression that the supervisors avoided early statements of their concerns out of consideration of the worker's feelings, but the outcome of that strategy was counterproductive: anxiety, suspicion and defensiveness were increased.

Initiating confrontation by raising concerns in a direct but constructive manner is likely to be a far more effective strategy. This can be accomplished by making a skillful opening statement that has the following components:

1. Assertiveness;
2. Specific description of the behavior that has created the concern;
3. Description of the consequences of the behavior including the feelings that have been evoked; and
4. Providing a focus for resolution.

In the scenario described above the supervisor may make the following statement to open the interview:

*Fred, I have a concern I would like to discuss with you. I understand that last week you had a one-to-one session with Tony, then allowed him to go on an outing even though he was grounded. I am sure you felt you were meeting some important needs for Tony by letting him go, however, I am concerned that unless we maintain consistency among workers and can follow*



*through on plans, our program will suffer. I would like us to discuss how we can meet the needs of individual children but at the same time also maintain a consistent team approach.*

**M**any supervisors find it difficult to raise concerns in a direct manner such as this. However, the skill is important and can be developed with practice. It is often helpful to think through the situation in advance, to identify clearly the concern and to compose and write out an opening statement. Rehearsing the opening stages of the interview, through role-play or visualization, can help reduce any anxiety and ensure that the concerns are stated in an assertive but non-threatening manner. After using the approach several times, supervisors will find that the skills of initiating confrontation positively will become a natural part of their skill repertory.

### CONCLUDING COMMENTS

Skillful openings can help to ensure that the worker will become engaged in the problem-solving process. The other stages of the conflict resolution process, described earlier, then become important. To maintain the worker's commitment to the process it is particularly important to provide ample opportunity for the worker's needs to be expressed and clarified and to make a genuine effort to understand these needs. In turn, the supervisor should present his or her needs and provide any explanations that may be necessary for the worker to understand those needs. Making explicit all relevant needs is vital if a mutual problem definition is to be reached. Such a definition, in turn, increases the chances that a solution, satisfactory to both supervisor and worker, can be negotiated.

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## Recommendation Form

**Master's Program for Child and Youth Care Administrators**  
**Master's Program for Child Care Administrators**  
**Master's Program for Elder Care Administrators**  
**Master's Program in Family Support Studies**

Name of applicant: \_\_\_\_\_

Address of applicant: \_\_\_\_\_

Street and number

City

State

Zip

Telephone number of applicant: ( ) \_\_\_\_\_

(The above is to be filled in by the applicant.)

The above-named individual is seeking admission to a field-based graduate program. The program has been developed for employed professionals who desire to improve their academic and leadership competencies. In writing your recommendation, please describe the applicant in terms of his or her (1) commitment to the field; (2) potential for providing leadership in the field; and (3) ability to succeed in a program requiring a good deal of independent study (high motivation and tenacity are required). Finally, please say a word or two about the applicant's success in meeting the challenges of his or her present position. Thank you for your assistance.  
(Continue statement on reverse, if necessary.)

Please send to:

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for the Advancement of Education  
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(305) 475-7457

Signature \_\_\_\_\_

Name (type or print) \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Street and number

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Phone ( ) \_\_\_\_\_

Date \_\_\_\_\_

Information waiver to be completed by applicant *before* giving it to source of reference.

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted December 31, 1974,

I DO \_\_\_\_\_ I DO NOT \_\_\_\_\_ waive the right to inspect and review this completed recommendation.

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STUDENT: To request that a transcript be sent from your former school to Nova University, fill in the blanks in *both* sections of this form.

Dear Alma Mater:

Please send to Nova University an official transcript of all academic work taken while attending your institution.  
Please return the transmittal form along with my official transcripts.

A. I attended your school from \_\_\_\_\_ to \_\_\_\_\_.

B. While in attendance, my name on your records was

\_\_\_\_\_ Last

\_\_\_\_\_ First

\_\_\_\_\_ Middle/Maiden

C. My student identification number was \_\_\_\_\_.

Thank you for your assistance.

Student: \_\_\_\_\_

Address: \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Signature

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## Financial Aid Survey Form

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Street and Number

City State Zip

Social Security number \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Phone number (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Day Evening

**Please answer the following and return with the application form:**

1. Do you plan to apply for financial aid?

\_\_\_\_ Yes

\_\_\_\_ No

2. Have you ever received a student loan?

\_\_\_\_ Yes

\_\_\_\_ No



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